DOCUMENT RESUME

ED 022 011 VT 004 668

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REPORT OF WORKSHOP FOR THE STUDY OF THE DISADVANTAGED FOR SELECTED TEACHERS OF OCCUPATIONAL TRAINING (TEXAS TECHNOLOGICAL COLLEGE, LUBBOCK, JULY 3- JULY 14, 1967)

Texas Technological Coll., Lubbock.
Spons Agency- Texas Occupational Research Coordinating Unit, Austin.
Pub Date Jul 67
Note- 56p.
EDRS Price MF- $0.25 HC- $2.32
Descriptors- DISADVANTAGED ENVIRONMENT, *DISADVANTAGED YOUTH, ECONOMIC DISADVANTAGEMENT, MINORITY GROUPS, *PROGRAM DESCRIPTIONS, SOCIOCULTURAL PATTERNS, SPECIAL SERVICES, *SUMMER WORKSHOPS, SUPERVISORS, TEACHER IMPROVEMENT, *TEACHERS, TEACHING TECHNIQUES, *VOCATIONAL EDUCATION

Forty-two teachers and supervisors, selected by the Texas Education Agency, participated in a 2-week workshop designed to provide an intensive study of the disadvantaged and to increase the effectiveness of teachers of culturally disadvantaged youth, primarily in the area of occupational training. Scholars in the fields of sociology and psychology served as consultants. The first week of the workshop was oriented toward understanding the life styles of the disadvantaged with an examination of such factors as relevant socio-cultural concepts, the culture of poverty, minority group relations, and strategies and alternatives for solving the problems of the disadvantaged. During the second week an attempt was made to translate insight gained during the first week into teaching goals and techniques. Consultants provided opportunities for participants to explore some introductory strategies of implementation involved in teaching the disadvantaged, to set forth basic concepts relative to differential perception, to develop a motivational system for more effective instruction, and to recognize the influence of emotions and prejudicial attitudes in understanding and teaching the disadvantaged. The workshop seems ultimately to have not only made a contribution to knowledge ut to the belief that there is worth in every individual. A bibliography is included. (HC)

ED022011

for selected teachers of occupational training

TEXAS TECHNOLOGICAL COLLEGE / LUBBOCK, TEXAS

JULY 3 - JULY 14, 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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REPORT OF WORKSHOP

FOR

THE STUDY OF THE DISADVANTAGED

For Selected Teachers of Occupational Training

Texas Technological College

Lubbock, ~~Texas~~

July 3 - July 14, 1967

REPORT

WORKSHOP FOR THE STUDY OF THE DISADVANTAGED
(For Selected Teachers of Occupational Training)

July 3-14,1967

Texas Technological College
Lubbock, Texas

Initiated by: Dr. Willa Vaughn Tinsley, Dean
School of Home Economics

Investigator: Dr. L. Ann Buntin, Head
Department of Home economics Education

This program was supported by the Occupational Research Coordinating Unit of the Texas Education Agency, Austin, Texas.

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WORKSHOP OBJECTIVE

To increase the effectiveness of teachers of culturally disadvantaged youth, primarily in the area of occupational training.

> In every child who is born, under no matter what circumstances, and of no matter what parents, the potentiality of the human race is born again: and in him, too, once more, and of each of us, our terrific responsibility towards human life; towards the utmost idea of goodness, of the horror of error, and of God.
>
> James Agee
> from Let Us Now Praise Famous Men

GENERAL MECHANICS OF THE WORKSHOP

Investigator: Dr. L. Ann Buntin, Head, Department of Home Economics Education, Texas Technological College, Lubbock, Texas

Title: Workshop for the Study of the Disadvantaged (For Selected Teachers of Occupational Training)

Objective: The paramount and most comprehensive concern of the workshop was to provide an intensive two-week study of the disadvantaged by selected Texas teachers of Occupational Training Programs.

Procedure: Since the effectiveness of any workshop depends on having excellent leadership personnel, Texas Technological College as the cooperating agency for this project secured the services of four outstanding scholars in the fields of Sociology and Psychology. The forty-two teachers who participated in the workshop were selected by the Texas Education Agency, working through local administrators. Selection was based on the following criteria:

the teacher was employed in local Occupational Training Programs,

interest and effectiveness in teaching the disadvantaged have been evidenced by the teacher,

willingness of the teacher to continue in the present assignment was established, and

the teacher's capability of assuming leadership roles in anticipated in-service educational programs in local communities, regions, and in the State had been established.

Anticipatory provisions were made for general sessions of all workshop participants, small group sessions, individual conferences with consultants, reference reading, viewing of films, and listening to tapes.

Time Schedule:

A. The first week, July 3-7, 1967, was oriented toward understanding the life styles of the disadvantaged.

B. During the second week, July 10-14, 1967, an attempt was made to translate insights gained during the first week into specific teaching goals and techniques.

PERSONNEL, FACILITIES, AND EVALUATION

Personnel

The Workshop staff consisted of the director, advisor, consultants, and two observer-writer-recorders:

Director: Dr. L. Ann Buntin, Head, Department of Home Economics Education, Texas Technological College

Advisor: Dr. Willa Vaughn Tinsley, Dean, School of Home Economics Texas Technological College

Principal Consultants:

Dr. Francis Cizon, Professor
School of Social Work
Loyola University
Chicago, Illinois

Dr. Edwin Gross, Social Psychologist
University of Missouri
St. Louis Branch
St. Louis, Missouri

Dr. Glenn Hawkes, Associate Dean
Family and Consumer Science
University of California
Davis, California

Dr. Bernice Moore, Assistant Director
The Hogg Foundation for Mental Health
University of Texas
Austin, Texas

Writer-Observer-Recorders:

Mrs. Willie Mae Cary
Crockett, Texas

Mr. David Weiner
Department of Sociology
University of Texas
Austin, Texas

Participants

The Workshop was announced in the Spring of 1967 to all schools where a program in Occupational Training was offered for disadvantaged youth of Texas. The Texas Education Agency and Texas Technological College along with local administrators selected forty-two teachers involved in the Occupational Program throughout the State. Of those forty-two enrolled in the workshop, four were in supervisory positions, eight were mathematics instructors, seven were instructors or consultants in the field of home economics, eight were teachers in shop, general mechanics, commercial design, or the building trades, and fifteen were instructors in basic skills for the "culturally disadvantaged" students.

The workshop participants were varied in their backgrounds and competencies. At least twelve participants had Masters' degrees. Other participants had Bachelors' degrees. Some of them had as many as thirty-six years of teaching experience. Several had extensive business experiences in various capacities. Just as there was variety in background, there was variety in ethnic and geographic representation. There was a representative interspersion of Mexican-Americans, Negroes, and Anglo-Americans. Such geographic areas as the Rio Grande Valley, Southeast Texas, West Texas, and North Texas were well represented. This variety added a richness not to be found in a completely homogeneous group.

Facilities

Texas Technological College made excellent provisions for the project. An expansive air-conditioned room was made available for lectures and discussions. A library section was reserved for books and reading materials to be used as resources.

Evaluation

An evaluation period marked the termination of each week's workshop sessions. At the end of the first week, the participants responded to a questionnaire consisting of five questions designed to elicit views and opinions concerning the effectiveness of the project. (Details concerning this evaluation appear in another section of this report.) The final week ended with an oral evaluative analysis.

THE WORKSHOP

Overview

The workshop began each day at 9:00 and ended at 4:00 with an hour and a half lunch period. There was one coffee break in the morning and one in the afternoon. Throughout the workshop the reporters, Mrs. Willie Mae Carey and Mr. David Weiner, took notes to serve as a basis for the present report which they wrote.

Dr. Cizon and Dr. Gross, the consultants during the first week of the workshop, lectured, showed films, held discussions with the entire group of forty-two participants and twice divided the group into two parts to discuss specific issues -- Dr. Gross led one section and Dr. Cizon the other. Dr. Hawkes and Dr. Moore, the consultants during the second week, always worked with the entire group. Dr. Hawkes used films; Dr. Moore did not. Dr. Moore involved participants in role-playing and socio-drama at one point to clarify problems of working with defiant youths in a classroom situation.

Two presentations were given during the second week by individuals other than the major consultants. Mr. Bill Lovelace of the Texas Education Agency and Mr. David Weiner, doctoral candidate, Department of Sociology, University of Texas, spoke in areas of their specializations.

Since most of the participants lived and ate in the same residence hall, there was ample opportunity for informal discussions and socializing to take place after workshop hours. Many of the participants indicated that they made friendships which they felt would be maintained. The days' activities had carry-over in the evening discussions and these informal

interactions contributed to a relaxed atmosphere during the day.

The overall tone of the workshop was casual and all of the consultants worked to promote an atmosphere which would stimulate discussion and involvement and, at the same time, facilitate a group spirit of competence and accomplishment.

Following is a brief calendar of events followed by the report of the two weeks of the workshop.

Calendar of Events

There were four sessions each day -- two in the morning and two in the afternoon. Coffee breaks of about twenty minutes separated sessions in the mornings and again in the afternoons. There was an hour and a half lunch period.

Monday - July 3

1st session: Dr. Cizon led the group in a discussion of problems connected with teaching disadvantaged youth.

2nd session: Dr. Gross formalized the problems discussed, in sociological terms.

3rd and 4th sessions: Dr. Cizon and Dr. Gross split the group in half and led group discussions which were related to the morning's activities.

Tuesday - July 4

1. Dr. Cizon gave a presentation on stereotyping.
2. Dr. Cizon and Dr. Gross led group discussions.
3. Dr. Gross presented a "picture" of a slum -- in analytical terms.
4. Dr. Cizon and Dr. Gross led group discussions.

Wednesday - July 5

1. Dr. Cizon presented a talk and the film, "Boy", and led a discussion related to the topic Reactions to Prejudice.

2. Gross lectured on minority group members' reactions to discrimination directed against them.

3. Dr. Gross lectured on causes of prejudice.

4. Dr. Cizon led a discussion of methods to combat prejudice.

Thursday - July 6

1 & 2. Dr. Cizon lectured, showed a film entitled "The Hard Way", and led a discussion related to the concept that problems of minority groups are connected to problems of change in society in general.

3. Dr. Cizon lectured on characteristics of the poor.

4. Dr. Cizon and Dr. Gross led group discussions.

Friday - July 7

1. Dr. Gross lectured on problems associated with being an adolescent and compared adolescence in and out of the culture of poverty.

2. Dr. Gross led a discussion of problems of Mexican-American adolescents in Texas.

3. Dr. Gross presented some "directions" or recommendations based on the past week's activities, both a summary of ideas and goals for the future.

4. Dr. Cizon gave examples of some community-wide programs for working with impoverished individuals -- some which worked and some which did not. He urged educators to keep trying.

Monday - July 10

Dr. Hawkes used lectures, discussions and the film entitled "Eye of the Beholder" to develop the ideas that all people see things differently, that people in different subcultures sometimes see things differently in patterned ways, and that learning to see things from others' points of view can break down barriers to understanding.

Tuesday - July 11

1. Dr. Hawkes showed "The Harvest of Shame," Edward R. Murrow's television documentary on Migrants.

2. Following the viewing of the film, Dr. Hawkes guided the group discussion of the migrant problem and of home visitation as a technique of reaching thes students.

3. Mr. Bill Lovelace of the Texas Education Agency spoke on the philosophy and goals of the Occupational Training Program in Texas.

4. Dr. Hawkes spoke on "expansive" versus "restrictive" learning environments.

Wednesday - July 12

1 & 2. Dr. Hawkes discussed with the group ways to create an "expansive" learning environment.

3 & 4. Dr. Hawkes discussed and lectured on intelligence, grouping, and testing related to OT (Occupational Training) students and if, how, and when they should be handled differently than other students.

Thursday - July 13

1. Dr. Moore presented to the group her statement of basic faith in people.

2. Mr. David Weiner explored the roots of ethnocentrism and analyzed its persistence in modern society.

3 & 4. Dr. Moore involved participants in a socio-drama and discussion relating to problems of working with defiant teen-agers in a classroom situation.

Friday - July 14

1. Dr. Moore spoke of the importance of each individual's feeling of competence.

2. Dr. Moore spoke of emotions, suggesting that they can be neither negated nor suppressed.

3 & 4. Dr. Moore asked participants to verbally evaluate the experience of the past two weeks.

The First Week (July 3 - 7, 1967)

Objectives

To examine:

1. The major relevant socio-cultural concepts useful in understanding the disadvantaged: social class, socialization, personality, groups, norms, etc.

2. The culture of poverty, characteristics of the poor, and the extent of poverty.

3. Physical and social characteristics of slums and to review urban renewal research.

4. Minority group relations, reactions to minority group status, causes of prejudice, and means of improving intergroup relations.

5. The relationships between poverty and education and poverty life styles.

6. Adolescence.

7. Interrelationships between the various facets of the community:

   a. school
   b. family and neighborhood
   c. social agencies
   d. law enforcement agencies
   e. political agencies
   f. economic agencies

8. Strategies and alternatives for solving the problems of the disadvantaged.

Monday - July 3

Dr. Buntin opened the workshop and introduced Dr. Cizon and Dr. Gross as the consultants who would conduct the first week of the workshop. Dr. Cizon greeted the workshop participants and stated that the following week would be devoted to the development of concepts and ideas which would serve as a foundation for arriving at teaching techniques. Since the participants were seated in a large circle, Dr. Cizon requested that they divide into groups of three persons each to discuss and delineate the kinds of problems

faced by educators who teach "culturally disadvantaged" youth.

The following statements, made by members of the group, seemed to reflect problems which the participants saw as crucial ones. In addition, the statements seemed to reflect how individuals were perceiving the people associated with the problems.

1. The disadvantaged lack motivation.
2. It is difficult to communicate with the disadvantaged.
3. The disadvantaged lack self-confidence.
4. Teachers have difficulty learning to think on the level of the culturally deprived.
5. Disadvantaged children are "more suspicious" than others.
6. The disadvantaged are passive and/or apathetic. "How do you wake them up?"
7. The need to develop functional curricula has long existed but has not been met.
8. The disadvantaged, although failures in the past, must somehow be shown that there is a place for them. How is this to be done?
9. The disadvantaged cannot learn and use English because they cannot read.
10. Teachers create poor self-images.
11. Teachers are impatient.
12. Teachers fail to understand that social conditions create problems; that to solve these problems those conditions must be changed -- especially home conditions.
13. I. Q. test ratings do damage. "People learn that they are 'dumb'."
14. Disadvantaged students resist teachers' attempts to change them. Students see teachers as asking them to negate things that are crucial to the student's ego.
15. Disadvantaged students are absent too much from school, either because they are disinterested or because their parents are migrants.
16. "The problem is myself. I'm here to learn."

17. The disadvantaged are ethnocentric and are hostile to out-groups.

18. The disadvantaged cling to old neighborhoods, customs, etc.

19. Disadvantaged students do not know how to upgrade themselves even when they want to do so. They do not know "what jobs are, or how to get them."

20. Occupational Training programs are dumping grounds for slow learners and for handicapped students.

21. Disadvantaged Mexican-American students speak neither good Spanish nor good English.

22. Government aid to vocational and occupational education is inadequate and poorly administered.

23. Money and materials are lacking for vocational programs to provide skills.

24. There is a stigma attached to taking vocational courses in schools.

Lack of motivation and poor self-image were stressed over and over again. The emphasis was on human relations problems rather than on technical or curriculum problems although everyone expressed a desire to learn effective techniques.

Following a twenty minute break, Dr. Gross stated that the problems mentioned by the workshop participants fell under three rubrics. There were "social" problems, "psychological" problems and "educational" problems. He went on to explain how the various types of problems stood in reciprocal relationships with one another. He then presented several "key socio-cultural concepts," and elaborated on each. He explained that man is a "socio-cultural" creature and defined and gave examples to illustrate the meanings of the following terms: social interaction, primary groups, secondary groups, material culture, non-material culture, norms (folkways, mores, laws). It was stressed that mastery of these terms would facilitate understanding of material to be discussed during the first week of the work-

shop and, ultimately, would facilitate the development of better techniques for working with "disadvantaged" youth.

After lunch the group was divided in half with Dr. Cizon and Dr. Gross leading discussions oriented to the questions: (1) Can the lower class be eliminated? (2) How important is culture as a determinant of behavior? (3) Are some groups innately inferior? (4) What is "normal"?

There was, during these discussions and throughout the workshop, full participation on the part of those attending. More discursive and controversial material was brought out than could be handled within even several times the amount of time allowed.

Tuesday - July 4

Dr. Cizon spoke for an hour and a half in the morning about the ways in which minority group members have been stereotyped, irrespective of which minority group it happened to be. Dr. Cizon showed that each of us has an investment in our own subculture within society and that we are all to some extent ethnocentric. This subculture in which we live affects everything that happens to us, and all that we believe. Our notions of what is palatable, for example, are culturally based. Polish immigrants found a duck soup made with large amounts of raw duck's blood to be delicious; Polish and Italian sausages are made of tripe and "chitlins" (parts of the intestine and viscera that many people find repugnant as food); in some places rattlesnake meat is a delicacy. Even things that seem superficial such as the way people walk, and how they talk, are more or less culturally determined and people can recognize one another's cultural background by the ways in which they do these things.

Attitudes and values determine behavior patterns. These attitudes and values are not inborn. One learns that certain behaviors, associated with certain values, are rewarded and that others are not, or are punished. People are born with capacities to love and hate, but culture determines how these things will develop.

Absorbed values sometimes take the form of stereotypes such as the stereotype that all juvenile delinquents wear leather jackets, or that university professors all live in ivory towers and are absent minded. If the members of the workshop were told that a particular group had the highest crime rate or were usually on relief, who would they think was being described? They would visualize some group currently defined as inferior -- Negroes or Puerto Rican, most likely. However, the group being described was in fact the Irish between 1850 and 1860 in the United States. Over time, the same stereotypes have been applied to various groups: the Irish, then the Slavs, then the Negroes, recently the Puerto Ricans, and in some cities, migrants from "Appalachia." (The thread that connected these groups was their farm to city migration. Thus, the culture of poverty has been traditionally a farm culture trying to become a city one. Some years ago it was the Polish immigrant who was characterized (officially in immigration laws) as being morally lax, inclined to insanity, and incapable of learning.

Stereotypes usually have some element of truth and are, to some extent devices to categorize rather than to castigate people. For example, during one period the stereotype of the Irish as being policemen, vaudevillians, and boxers was fairly accurate. However, the reasons for behavior patterns associated with the stereotypes were not accurate. Thus, the Irish were not more "controlling", "argumentative", and "immaturely emotional" than other

groups; they chose channels which seemed most likely to help them get out of the slums and they entered occupations which were open to them. Vaudeville and boxing served each immigrant group in turn as the only occupational means to move up, and politics and police work helped the Irish to eventually broaden their horizons and opportunities.

Not only are groups stereotyped by others, they differentiate themselves in terms of stereotyped categories. The Irish saw themselves as the "lace-curtain Irish," the "shanty Irish," and the "pig-sty Irish." But such stereotypes, which carry connotations of good and bad, are far from just. Thus the "pig-sty Irish" and comparable groups, to the extent that they become apathetic about the existence of rats, roaches, and filth have been beaten and frustrated to the point where they simply do not care. They no longer become excited about their condition.

People who have been beaten down have a different perspective on reality than do others. Thus the slum mother who discourages her son from accepting a university scholarship may not be mean or destructive. She may simply have little faith in the social system which her son will have to enter. She may feel that she is protecting her son from still further defeat by advising him to seek a less ambitious career; to stay in the slum and learn to adjust to it. There is, after all, security in the known, especially when the system has proven itself difficult to battle; when teachers classify children as "A" or "C" students on the first day of school just on the basis of external characteristics such as style of dress and general appearance; and when a slum child goes home, where does he find motivation to succeed in a middle class institution?

Unfortunately, it is not even easy to spot "cultural disadvantage." For it is not a dichotomy, but a continuum. To some extent many youths are "disadvantaged." Poverty is more than economic; there is a "human dimension." Poverty implies lack of communication among povertied individuals and between povertied individuals and non-povertied people. Poverty implies loss of self-respect. Poverty implies lack of a sense of responsibility, but also little appreciation of "what I can be." Poverty involves living in a very limited world, often in small corners of big cities. Many children and teen-agers in Chicago live within easy walking distance of the lake and have never seen it. Many have never seen a cow.

People speak of bootstraps by which others should lift themselves. Often society has cut off the straps. There is a need to approach defeat of poverty as something more than simply changing povertied people. It is necessary to change the system within which they and others live. To defeat cultural disadvantage it would seem that poverty must be eradicated, not because the two phenomena are related by definition but because analysis leads to the conclusion that they are empirically related. Although it does not have to be true that 89% of all non-white headed families living in rural areas of the South earn less than $3,000 per year, it <u>is</u> true. And finally, it is not simply the attitudes of the poor, the disadvantaged and the deprived which must be changed; it is our attitudes as well that must undergo a transformation.

Following a twenty minute break, Dr. Cizon and Dr. Gross led discussion groups which focused on the questions: (1) What is it like to be a member of a minority group? (2) What is it like to be poor? (3) What opportunities do the poor have to realize potentialities? (4) "We did it, why can't

they?" (5) If "they can't do it," who should help the poor?

After lunch Dr. Gross presented a "picture" of a slum. Slums are placed where doors and passages exist which lead nowhere. Slums rent for a median of fifty dollars per month. People who abhor the squalor of a slum nevertheless value the human relations which make a physically miserable place the only home they have. There are many children and many old people in a slum, and relatively few people at the most productive ages. Slum dwellers desperately fear fire. Slum dwellers are passive. They will tell an inquirer intimate things that other people would resent being questioned about. Most of a community's disorganization is in its slums. Slum dwellers are heterogeneous, and so are their problems, and so must be the methods to solve their problems. Slum dwellers are not economic entities, they are humans.

Wednesday - July 5

Dr. Cizon presented the subject Reactions to Prejudice. Prejudice was operationally defined as the negative attitude toward a minority group which leads to discriminatory treatment of the minority group at the hands of a majority group. A movie was shown in which a young Negro man struggles to discover his identity. The movie was entitled simply "Boy", and was described by its producers as "an experience in the search for identity."

In the discussion which followed the movie (the group was not divided), it was brought out that people gain a sense of identity from the ways in which others react to them. When one's sense of history is blotted out, as is the case with many Negroes, it is difficult to gain a perspective which allows one to identify oneself. Thus, if identity dilemmas inter-

fere with the educational process, one way to combat such a situation is by teaching people something about their roots. The question was embraced, "Why are some people able to be empathetic and others apparently not?"

Following a twenty minute break, Dr. Gross presented a lecture on how minority groups react to being discriminated against. He pointed out that since prejudice has many causes, reactions will be diverse but will probably fall into several patterns. Many reactions to prejudice are hostile reactions which are expressed either overtly as riots, revolutions, etc., or covertly as apathy and self-hatred.

After lunch, Dr. Gross lectured on the Causes of Prejudice. He presented a number of theories of prejudice and described the personality type which is apt to be most prejudice prone: the authoritarian individual. He observed that one needs to focus not only on the causes of prejudice, but also on the value that prejudiced people place on feeling superior to others.

Following Dr. Gross's lecture and a twenty minute break, Dr. Cizon discussed with the group ways in which prejudice and discrimination might be combatted. There was agreement that teachers must be trained to deal with the problem, that the stereotypes must be punctured whenever and wherever possible, that the self-image of minority group members must be bolstered, that, while we can pass laws to modify discrimination, we cannot legislate away prejudice, and that to change individuals is not enough -- the social system must be changed as well.

Thursday - July 6

Dr. Cizon began by developing a conceptual framework within which to view discussions of the past three days. He explained that problems of minority

groups are directly associated with problems of change in society, and that the urgency of the problems of the disadvantaged are consistent with the observation that society seems to be going through a period of crisis. If change is viewed as an independent variable, then it can be seen to affect three dependent variables separately: change affects persons, it affects schools, and it affects communities; and changes in each of these spheres affect changes in the others.

A movie entitled "The Hard Way" was shown which attempted to appraise the extent to which disadvantaged youths have a chance to rise in society without help. The film showed the efforts of a school to become involved with students' families to try to improve students' chances for success. It was stressed that poverty has emotional as well as material aspects. It was pointed out that whereas the poor are criticized for being "on welfare" actually a small percentage of them are on welfare and an even smaller percentage stay on welfare. It was also pointed out that other groups have long been subsidized by the government (businessmen, farmers, etc.) so why not the poor?

In the discussion following the film, it became obvious that participants in the workshop differed with respect to their feelings about how individuals react to their poverty. Some people expressed the belief that the poor probably have no desire to be otherwise, and that people get what they deserve. As these attitudes emerged, Dr. Cizon pointed out the ways in which such attitudes are illogical, unrealistic, and often apparently based on false information.

After lunch, Dr. Cizon described poor people in terms of a number of characteristics. (1) Poor people often gobble their food. They fear that if

they do not consume it quickly it will disappear. (2) Poor people are frequently fatalistic -- they are resigned to accepting what must be. (3) Poor people tend not to communicate with each other a great deal, or in depth. (4) Poor people often articulate less affection within their families than do people who are not poor, and poor parents tend to punish more often and punish more harshly than do others. (5) Slum children observe much and learn quickly; they become knowledgeable about how to adjust to their environment at an early age. They are catapulted into adulthood and what they learn is not what middle class children learn. (6) Poor boys frequently have little opportunity to identify with a father or with any other male success image. Most elementary and secondary school teachers are women. (7) Poor children are usually in poor health; they are poorly nourished. (8) Poor people have limited vocabularies. (9) Poor children usually lack parental models which symbolize achievement and competence.

There are hundreds and thousands of little constant pressures that beat the poor down.

Friday - July 7

Dr. Gross began with a lecture on the problems and characteristics of adolescents. He pointed out that among other things adolescence is a period during which one must develop adult attitudes toward sex, must gain independence from the nuclear family, must demonstrate social and emotional maturity, must develop vocational independence (become able to get a job on one's own), must learn to question and reason critically, must learn to manage leisure time, and must begin to develop a philosophy of life. These tasks are difficult ones for all adolescents and are incomparably more difficult for the disadvantaged.

Dr. Gross described the kind of family life pattern that adolescents "normally" adjust to in a middle class culture, including adjustments to pressures of various kinds. Females, for example, learn to be homemakers but must sometimes compete with one another for desirable husbands. Part of becoming adult means learning to handle pressures smoothly. Adolescents do not learn this skill automatically and adolescence is to some extent a period of frustration and defiance for all youths.

Adolescents resist adult pressures to conform, or even adjust. They search for status among their peers, whose demands are, if anything, for even greater conformity. There is a repudiation of adult norms at the same time that the status in the community of the adolescent's family determines many of the kinds of things that he can do.

The adolescent who lives in poverty has the same problems as the middle-class adolescent, and more. He can ideal-typically be differentiated from middle-class adolescents: his physical appearance is different; he withdraws from the main stream of middle-class American adolescent life; he is often hostile; he develops sexual precocity earlier and to a greater degree than his middle-class counterpart; he lacks self-confidence and a sense of self-sufficiency; he belongs to a gang; he feels it is important to be tough and hard; he tries to learn to be smart as a fox is "smart"; he scorns behavior which might cause him to be called a "goody-goody"; he searches for excitement; he believes that luck plays an immense role in human affairs; he has few illusions about the goodness of people; he finds it difficult if not impossible to view phenomena objectively; and he is often sexually maladjusted by middle-class standards.

Following a twenty minute break, Dr. Gross led a discussion with the group to explore in detail the problems of Mexican-American adolescents in Texas cities. The discussion developed into an analysis of language barriers. It was decided that Mexican-Americans in Texas represent something more than a subculture of the disadvantaged with an argot of its own similar essentially to argots of other groups. Texas Mexican-Americans are probably in many respects an unassimilated subculture more like a nationality group than like a culturally disadvantaged group. In some instances, especially in non-border cities, however, "Tex-Mex" probably is the language of poverty more than it is the language of a group still tied to the "old country."

After a short break, Dr. Cizon reiterated the extent to which schools exist within a community context and, therefore, are affected by changes which affect the community. He indicated, in fact, that in order to change the school it may be necessary to change certain aspects of the community. Dr. Cizon showed how the industrial leaders, the political structure, the family interaction patterns which are prevalent, the welfare system, the law enforcement system, the news media, associations and clubs, churches, and the arts within a community all directly and in interaction affect what happens within the community's schools.

After lunch, Dr. Gross restated what had been the goals of the workshop for the past week and presented and elaborated on a list of "directions" or recommendations. Dr. Cizon closed the workshop with some specific examples of community-wide programs for working with people in the culture of poverty; programs which have been tried both successfully and unsuccessfully. He tried to lay down some guidelines for success. His primary

message was that programs are more likely to succeed when they help families of "povertied" people to change not only their economic situation but their orientation to the community and to life. He pointed out that there is much to be done. At least people are more and more aware of the problems of poverty and are making efforts to solve them. He stated that his purpose had been to stimulate interest in the problems of people living in poverty in the hope that such interest would encourage educators to continue to study the problems and to work toward finding solutions. Finally, he told the teachers and supervisors participating in the institute that the old methods have not worked and that the times require of educators that they be innovative and creative.

"Directions" or Recommendations

The following recommendations or "directions" discussed by Dr. Gross on Friday emerged out of the first week's presentation and discussions:

1. Since problems of the culturally disadvantaged are MULTI-CAUSAL, solutions must be MULTI-FACETED.
2. Heterogeneities exist within the poverty group (e. g., aged, disabled, disorganized families, youngsters, etc.). Focus must be on the total school population and DIFFERENTIAL STRATEGIES are needed to deal with problems.
   A. To improve the starting levels of poverty youngsters, it is necessary for society to narrow the gap between their needs and the standards of existing school systems so that they may derive maximum benefit from vocational and/or academic training.
   B. It is important to identify those with different potentials so that they may be steered very early into the proper channels to fit their potentials. Children with a professional potential

would receive a more middle class orientation whereby they may be prepared for college; children without this potential would be steered into Occupational Training.

C. One important consideration to be examined within this context of differential treatment is the idea that not all students are to be middle class and not all are to need Occupational Training.

D. There should be differential treatment of the various kinds of disadvantaged students. The dropout, for one, should be of great concern to the program. A male social worker in the school would be of value to provide, among other things, an inspiring male model for young men and boys as well as treatment for students' emotional and family problems.

E. Individuals whose job skills have become obsolete should be retrained.

3. There should be coordination between school, unions, business, political organizations, and other agencies. A definite realization of the interrelatedness between all these elements is essential.

   A. Knowledge of available jobs is necessary. Such a demand is met by an awareness of what specialized skills are needed by the community.

   B. To produce the type of coordination needed it is necessary that jobs and industries be brought into a community so that opportunities will be provided.

   C. It is also necessary that attitudes of Occupational Training students be changed toward some occupations. To do this, all occupations must be given a degree of prestige.

4. In order for the foregoing to occur, inter-group relations must be improved. Although this is primarily the responsibility of the MAJORITY, the MINORITY has a responsibility also.
5. The problems of the culturally disadvantaged will not be solved at once, not within ten years, not within the next generation. THE FACT THAT WE START NOW IS IMPERATIVE.
6. At this point the potential for educational INNOVATIVENESS and CREATIVENESS seems greatest. It is time to discard the ineffective, to retain the effective, and to improve on the latter. For instance, individual psychotherapy with students, group therapy, and foster homes might be excellent possibilities for development.

Evaluation of the First Week

Participants were asked to rate the workshop thus far as "very useful," "somewhat useful," "not very useful," or "not useful at all." In addition they were asked to rank order the following methods of presentation in terms of the extent to which each was relatively beneficial in increasing understanding of the culturally deprived or disadvantaged: formal lectures, formal discussions (led by one of the consultants during the working-day period of the workshop), informal discussions (bull-sessions after hours), and movies.

Only two people did not consider the workshop to be either "very useful" or "somewhat useful." (Twenty-five participants considered it to be "very useful" and sixteen people found it to be "somewhat useful.") Everyone thought that formal lectures and formal discussions were the methods most beneficial to increase understanding of the disadvantaged. (Twenty-three people ranked formal lectures as being the best approach, fourteen thought

formal discussions were best; informal discussions were ranked first by three people, and movies were first with only one person. Movies were given a rank of 4 by 16 people, however, whereas informal discussions were marked fourth by three people, and formal lectures by only two people.)

Those who considered the workshop to be "somewhat useful" thought that formal discussions were better techniques than formal lectures by a very slight (probably insignificant) margin. The situation was exactly the reverse for those who found the workshop to be "very useful."

One of the two participants who found the workshop to be "not very useful" indicated that it was probably very useful for those who had not previously been exposed to the material covered. The other person who was not impressed indicated disappointment that there had not been more emphasis placed on how to solve specific problems that teachers are faced with in the classroom and also that problems of Latin Americans had not been dealt with more.

A number of people suggested that more time should have been spent discussing "local problems" specifically, and several people indicated that Latin Americans in Texas deserved at least as much "time" as Negroes. Other suggestions for improvement in the workshop were the following: (1) more participation from more workshop participants was needed -- people should discuss when given the opportunity; (2) discussion groups should be smaller and thereby more intimate; (3) more emphasis should be placed on developing techniques that teachers can begin to use in their specific teaching situations.

Tying the various comments together, the single largest criticism of the workshop would seem to be that the material presented somehow did not deal specifically enough with problems with which teachers actually have to cope. However, the criticism also extended to the workshop participants. It was felt that they could have been more articulate about problems that needed to be explored.

By far the most frequent critical statement about the workshop was a positive one. Dr. Cizon and Dr. Gross were overwhelmingly praised as having made a dynamic contribution.

The Second Week (July 10 - 14, 1967)

Objectives

Dr. Hawkes stated that the objectives were the following:

1. On Monday:
   a. To facilitate the transition between the first and second weeks of the workshop.
   b. To explore some introductory strategies of implementation involved in teaching the disadvantaged.
2. On Tuesday:
   a. To set forth basic concepts relative to differential perception.
   b. To give assistance in finding relevant "cues" in the environment of the disadvantaged.
   c. To develop a motivational system whereby instruction may be made more effective.
3. On Wednesday:
   a. To continue an exploration of the concept of creating an "expansive environment."
   b. To set forth definite techniques of a general nature by which the disadvantaged may be helped.

Dr. Moore stated no formal objectives for Thursday and Friday. The description below of what she did may give insight into what the objectives were.

Monday - July 10

Procedural approach:

I. Introductory phase:

A. Dr. Hawkes was introduced.

B. The evaluation of the previous week was reviewed.

C. Dr. Hawkes began his presentation by reading an experience of a Navajo child to set the scene for the film to be shown.

II. A film entitled "The Eye of the Beholder" was shown which established the fact that people usually see what they are prepared to see.

Implications for working with disadvantaged were evoked:

A. Just as the teacher of the disadvantaged reacts according to his own frame of reference so does the disadvantaged child.

B. Problems usually arise when the teacher sees a problem in one context and the child and/or his family sees it in another.

C. One major problem in teaching the disadvantaged is the inability to see another's point of view.

D. Essentially there are three categories of people according to their orientation. There are those with orientations geared to the present, those who stress the past, and those who stress the future.

III. Perceptions for working with the disadvantaged relative to varying orientations were set forth.

A. Five basic questions must be asked about a culture to ascertain the type of orientation:

1. Within the culture, what are the innate pre-dispositions of man?

   a. Is he good?

   b. Is he evil?

   c. Is he neither?

2. What is man's relationship to nature?

   a. Is he subjugated by nature?

   b. Is man in nature and a part of the total scheme?

   c. Is man over nature?

3. What is man's significant time dimension?

   a. Is he oriented to the present?

   b. Is he oriented to the past?

   c. Is he oriented to the future?

4. What is the value of personality types?

   a. Is <u>being</u> what one is enough?

   b. Is <u>being</u> and <u>becoming</u> enough?

   c. Is <u>doing</u> necessary?

5. What is the dominant relationship to other men?

   a. Is the relationship primarily lineal? (blood ties)

   b. Is it collateral?

   c. Is it individualistic?

B. Basically the Mexican-American's orientation is as follows:

1. He fits in the "Man is evil" category for question 1.

2. He is subjugated by nature.

3. Relative to his time orientation, he is concerned with

the present.

4. Being is more significant to him than becoming or doing.
5. His relationship with others is mostly lineal.

C. There is a strong difference between the Mexican-American and middle-class America relative to these orientations.
   1. Middle-class American man goes from evil to good.
   2. He controls nature.
   3. He is oriented to the future.
   4. He believes in doing.
   5. He is individualistic.

D. All of these differences produce difficulties in solving problems. Since most schools are geared to the middle class orientation, the disadvantaged student has special problems.

E. The Negro has some of the same problems as the Mexican-American, as well as the absence of a life history, which helps to dis-affiliate him.

IV. Several general strategies for teaching the disadvantaged evolved:
   A. The teacher of the disadvantaged must be able to see life with more than one orientation.
   B. The teacher must be able to recognize the disadvantaged as individuals.
   C. The teacher must try to give these students an opportunity to move into the dominant culture and must encourage them to want to be part of it.

V. Summation

In working with the disadvantaged, development of the ability to

relate to him and to his world by understanding his orientation to life is of prime importance. Since the American school is oriented to middle class values, the disadvantaged child must be allowed, not forced, to accept these values. He must be guided into the mainstream rather than pushed into it. The teacher must be willing to attack problems by seeing them through the child's frame of reference. The ability to see another's point of view is an invaluable asset in dealing with the disadvantaged.

Tuesday - July 11

Procedural approach:

I. A film entitled "Harvest of Shame" was shown. The film made the point, among others, that when self-esteem is destroyed motivation to improve is also destroyed.

II. Dr. Hawkes referred to three guidance techniques: authoritarian, unduly permissive, and developmental. He discussed how the use of each might affect the disadvantaged child.

III. This was followed by a discussion of home visitations as a technique by which the teacher could make an impact on the family and mode of living of the disadvantaged. Several views were expressed.

A. The teacher must show sincere concern for the child no matter what the family circumstances are.

B. The teacher has need of special preparation when faced with life styles and modes of living which differ from his own.

C. Teachers must have preparation for handling rejection.

IV. Mr. Bill Lovelace of the Texas Education Agency discussed Occupational Training students and their needs.

A. Of the total school population, 25% were slow learners.

B. Cultural differences affect intelligence ratings. (When students of a different culture are measured by standards of a culture which they have not assimilated, they rank low as achievers).

C. There is a need for a sound educational program with a realistic approach.

D. Students with special needs cannot be reached through the regular vocational program, therefore, Occupational Training helps them to develop saleable skills whereby they may achieve.

E. Skills like carpentry, plumbing, food service, apparel and many others which are stressed by Occupational Training are saleable.

V. Dr. Hawkes injected two concepts essential to the successful teaching of the disadvantaged:

A. An <u>expansive</u> environment is an invironment in which a child learns a variety of skills simulanteously. This type of environment is typically middle class.

B. A <u>restrictive</u> environment is both physically and emotionally limited. Disadvantaged children typically live in this kind of milieu.

VI. Dr. Hawkes outlined some directives for teaching the disadvantaged child:

A. The school should introduce expansive teaching techniques so that the child learns more than one skill at a time.

B. Surroundings should be made conducive to learning and congruent with what is being taught.

C. The creative use of the library should be encouraged.

D. The school must help to create an environment which meets the child's needs.

VII. Summation:

The major responsibility of the teacher is to elevate self-esteem through success experiences, and to give the disadvantaged child hope, so that his expectations may begin to fulfill his newly developing aspirations.

Wednesday - July 12

Procedural approach:

I. Dr. Hawkes asked the question, "What can we do to create an expansive environment?"

A. The replys were varied:

1. Personalize the environment for the child.
2. Destroy the sterility of the environment by providing a variety of experiences from which the child can learn.
3. Build motivation through wonderment.
4. Create a degree of permissiveness since the disadvantaged have been talked at rather than talked with. (Permissiveness and expansiveness are not synonymous.)
5. Use structured learning experiences to increase attention span. (Teachers might observe some of the strategies of the athletic coach since he uses structured experiences, expansiveness, and reinforcement successfully.)

6. Convince students of your sincere concern for them.
7. Find relevance in the student's own environment; build from this and reinforce.

II. Summation:

The opportunities for expanding the environment of the disadvantaged are numerous. It is the responsibility of the teacher to utilize as many varied means in doing this as possible. The teacher must maintain an acceptant attitude toward the disadvantaged child before he can be effective in teaching him. An expansive environment enriches the life of the disadvantaged child so that he has the reservoir of knowledge so necessary to his adjustment to life.

Thursday - July 13

Dr. Moore began her presentation by offering her basic statement of faith in which she expressed her optimism and confidence in the positive qualities of young people. She felt that teachers should permit the expansive environment which they create for their students to be permeated by their faith in the students. This, she asserted, can be achieved not by working objectively but by working intelligently. This kind of strategy, in her opinion, is predicated on a fundamental respect for each child as a human being who may be shown his worth as much through non-verbal means as through verbal. This can be done through the tone of a voice, a touch of the hand, and through any other means of showing acceptance. This can also be done through the way we correct mistakes. We can punish and hurt, or correct and expand. We must never reject a youngster because of the place from which he comes or because of his problems. In every child there is a spark of health, a spark of hope, and the capacity to grow. Some of this hope

and health can be stimulated through poetry, drama, and other means.

Dr. Moore also stressed the great importance of the attitude of the teacher toward those he teaches. The teacher of the disadvantaged must not feel that people of lesser opportunity are people of lesser worth or intelligence. Stimulation of learning can increase intelligence. How a teacher puts into practice these principles is a real test. Life for both the teacher and the student is enriched when both can participate in two cultures. All of life is a becoming. Even death itself is a part of growth.

After the first session, Dr. Moore introduced the idea that communication between teachers and students is essential but that there are certain "noises" which impede communication. Prejudice, she said, is one of them. To expand this view, she asked Mr. David Weiner to discuss prejudice as one of the deterrents to communication.

Mr. Weiner traced prejudice from its primitive origins to its implications in modern times. He delineated positive and negative dimensions of prejudice. He pointed out that there seems to be no rational basis for extreme ethnocentrism in modern society. There is, for example, no known physiological or psychological basis for prejudice. Skin coloring and other physical features are not indicative of human worth, and intelligence tests have not been shown to reveal that there are important racial differences between people.

Mr. Weiner then asked the question, "What purpose might prejudice serve and why might some people be prejudiced?" Several answers were given:

1. The prejudiced person might be influenced by his peers. He might fear to be different.

2. There is a certain amount of insecurity in all people. Threats can create prejudice as a form of hostility produced by frustration.
3. People tend often to distrust that which is different, and to suspect that it is hostile.
4. All people want to feel superior in some way. The existence of an inferior group can give prestige by definition.

As specifics pertinent to the implementation process for teachers of the disadvantaged, Mr. Weiner suggested two cardinal principles:

1. Use understanding as a basic tool.
2. Engage in self-analysis and learn to be analytical generally.

In the afternoon session Dr. Moore stressed the function of socio-drama through role playing as a technique for understanding a class with problems. To illustrate, eight members of the class were chosen to act out the roles of students with problems. Another member of the class took the role of a very negative teacher who not only failed at problem solving, but created a few problems because of ineptness. The class was approached by several different strategies. Various implications revealed themselves:

1. Sometimes the hyper-active child is an emotionally or physically ill child.
2. Some problems cannot be handled by regular teachers.
3. The use of the voice is essential in dealing with the disadvantaged. Voices should be modulated. "The more controversial the issue the lower the voice tone should be."
4. No teacher can have anarchy in the classroom and succeed. There should be authority with kindness.

Friday - July 14

During the first morning session Dr. Moore spoke about competence. She pointed out that school to be meaningful must be relevant, must be reality oriented. What, she asked, could be more realistic than preparing for a job? School, then, might be presented to students (especially culturally disadvantaged ones) as a job to prepare for a job. Other ideas that she developed were the following:

1. Competence builds self-confidence. Competence in school skills, "readin', 'ritin', and 'rithmetic," is really competence in the ability to communicate. These are the tools which make people able to interact effectively in society.
2. Even competence in such a homely thing as dishwashing can give one a sense of pride, can be part of the basis of a strong self-image.
3. Competence is increased when mistakes are analyzed, not simply pointed out.
4. To be competent is still to live with authority. In fact, one area of competence is the ability to operate in a society with other people -- both giving and taking orders.

Dr. Moore asked the group to relate instances in which members had successfully promoted competence among students. Some things that participants had accomplished were the following:

1. Taught students to fill out Texas Employment Agency forms.
2. Helped students learn how to answer want ads.
3. Trained students to read, understand, and make use of a newspaper.
4. Involved students in role-playing with reference to applying for a job. Students, although only acting, came "in costume" -- in

other words, appropriately dressed to meet a prospective employer.

After a break Dr. Moore spoke of emotions. She stated that most people have too little understanding of the importance of emotions and too little background and training in how to handle them. Anglo-Saxons with puritanical roots tend to confuse emotionalism with weakness, and thereby to place a tremendous burden on themselves always to appear "strong" by being stoical.

Actually, Dr. Moore explained, it takes greater strength to live with compassion and empathy because we are more vulnerable, more open to hurt. We are also, however, open to joy and happiness and the immeasurable pleasure that comes from being an expressive person.

Ultimately, Dr. Moore said, emotions cannot be suppressed or denied -- they will "come out" in one way or another. She showed, for example, how nagging, gossip, cynicism, boredom, self-righteousness, "telling people off for their own good," and simply failing to be aware of another person are all ways of expressing hostility.

Dr. Moore differentiated between hostile anger and that form of aggressiveness which enables people to mobilize to solve problems or avert threats. The latter is a positive and necessary force, the former must be understood and controlled. Everyone operates with some anxiety (for example, speaking before a group creates "butterflies" in one's stomach) and the mobilization process, the marshalling of one's strength and competence in response (partly) to the threat of possible failure, is a healthy kind of "anger." The anger that stimulates one either to withdraw from problems or to merely express hostile feelings of frustration is not.

Love, Dr. Moore said, is a force which modifies anger. Love is a totally positive and creative drive. Basically, it involves a deep concern for self and for others. To be able to have concern for others one must like oneself.

Mental health, Dr. Moore said, is not freedom from problems, is not maintaining a kind of placid, passive consistency. It is resiliency, the ability to bounce back from adversity. Working effectively with others, children or adults, requires an emotional committment as well as an intellectual one. An emotionally free person, one who controls rather than negates his emotions, has the greatest potential for reaching and teaching others.

Evaluation

After lunch on Friday, Dr. Moore asked the group to state how they felt about the workshop. The response to her had been overwhelming. Her presentations had elicited spontaneous ovations. She somehow made the participants feel good about themselves and their prospects while realistic about their problems at the same time. The following comments describe the feeling tone on Friday afternoon:

> "This workshop has made me a better and more understanding person -- especially understanding."
>
> "It was good to examine prejudice."
>
> "I knew and now I feel. I thought my students gave up, but I was the one who gave up."
>
> "We vocalized problems that we had been only remotely aware of, thereby gaining greater understanding and the ability to empathize with our students."
>
> "I came to this conference thinking I had one of the most important teaching positions in school . . . now I know I have one of the most important positions . . . I hope I will be able to transmit my enthusiasm to my fellow workers."

"The information gained was valuable. But perhaps the inspiration and reassurance we were given was even more important."

"I feel that so many of my inadequacies have been made adequate, and I hope that I might start an epidemic of what I have caught."

"I see that all people have their needs and values and these may ot be the same as mine."

"I am more aware of the need to involve the students' parents in the school if change is to take place."

"I feel I have more to give to my students. My hand is open."

"I no longer feel strange for wishing to teach the disadvantaged."

"I have gained considerable self-assurance."

"I think I understand the basis of prejudice better."

"I have gained greatly in insight and understanding."

"I learned little that was new but the following were reinforced: appreciation of my importance as a model, the value of exchange of views, reaffirmation of the worth of human beings."

"I see the need for <u>patience</u>."

"I have had to analyze my feelings, my desire to be in a program of this type. I feel that I have gained and grown.

RECOMMENDATIONS

Dr. Buntin was present at every meeting of the workshop. While she did not inject herself into the consultants' handling of procedures, she made herself available for any consultations that were desired and she managed the mechanics of the workshop entirely. Although she tried to remain in the background, her presence was felt; participants got to know her and gradually in spite of her efforts to make herself invisible she was drawn into the "heart of things." Although she admitted that the workshop was probably as much an "experience" for her as for anyone, she did have two recommendations to make that she felt would help future workshops to be even better.

1. Instead of there being several consultants, each responsible for a block of time, one or two consultants should be present for the entire workshop. These consultants could conceivably bring in other specialists and coordinate their activities.

2. In the future all people concerned with the operation of the workshop should meet for at least one intensive session before the workshop goes into operation.

CONCLUSION

The essence of the workshop seems ultimately to have been not only its contribution to knowledge but something more basic and more crucial. A participant's statement captured what seems to have been the true spirit of the two weeks experience:

> "I have been reinforced in the belief that there is worth in every individual."

APPENDIX

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Tape C-Dr. Catherine Chilman, "Child-Rearing and Family Life Patterns of Low Income Families: Implications for Home kconomicst"

Dr. Thomas Ford, "Value-Orientations of a Culture of Poverty--The Southern Appalachian Case"

Tape D-Dr. Alton A. Linford, "Poverty and Welfare"

Dr. Pauline G. Stitt, "Some Challenges of Contemporary Health Needs"

William G. Stucky, "Poverty is the Consequence of Obsolescence in Social Institutions"

Tape E-Listening Panel: Mrs. Nathalie Preston, Gladys Grabe, Mrs. Alice Smith

Tape F-Mrs. Esther Peterson, "Consumer Problems of Low-Income Families"

Tape G-Dr. George Esser, Jr., "The North Carolina Fund"

Jerline Kennedy, "Homemaking Education for Needy Families in the Dallas Community"

Mrs. Elizabeth W. Gassette, "Homemaker-Teachers Assist Low Income Families"

Tape H-John A. Baker, "Rural America Needs Home Economics"

Dr. Ellen Winston, "Public Welfare and the Home Economist"

Paul Mendenhall, "The AFL-CIO Community Services' Consumer Counseling Program and Low-Income Families"

Dr. Walter M. Arnold, "Vocational Education Programs and the Low-Income Family"

Tape I-Robert Shackford, "Community Action"

Tape J-Dr. Frank Riessman, "The Challenge: New Careers for the Poor"

FILMS AND FILMSTRIPS

Boy. A black and white film. Anti-Defamation League of B'Nai B'rith, 515 Madison Avenue, New York, New York 10022.

Children of Change. A 31-minute film. International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, Illinois. (Exclusive distributor).

Eye of the Beholder. A black and white film. University of Southern California, School of Performing Arts, Cinema Film Distribution, University Park, Los Angeles, California 90007.

Focus on Change. A 23-minute filmstrip. National Education Association, Washington, D. C.

Harvest of Shame. A 55-minute CBS Documentary film. University of California at Berkley, Film Library, Berkley, California.

Superfluous People. A 54-minute film. McGraw-Hill Book Company, New York.

The Hard Way. A black and white film. Anti-Defamation League of B'nai B'rith, 515 Madison Avenue., New York, New York 10022.

GENERAL SOURCES

American Association of University Women Journal. Excellent sources of articles dealing with current issues in education, particularly from the standpoint of women.

American Education. U. S. Department of Health, Education and Welfare, Office of Education. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20202.

Annals of the American Academy of Political and Social Sciences.

Children. An Interdisciplinary Journal for the professions serving children. Children's Bureau, U. S. Department of Health, Education and Welfare. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. ($1.25 per year).

Harpers Magazine. Articles discussing current social and economic problems included in each issue.

Impact. A brochure. American Association of School Administrators and the National Association for Public School Adult Education, 1201 Sixteenth Street, N. W., Washington, D. C.

Indicators. U. S. Department of Health, Education and Welfare. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. ($3.50 per year). Summary articles on major trends provides up-to-date information.

Journal of Home Economics. Journal of the American Home Economics Association.

Marriage and the Family. Journal of the National Council on Family Relations. Summary articles on major trends, research reports and Teacher Exchange for High School Family-Life Educators.

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